**Oral Language**: Students (groups) will debate issues - Compare and contrast ideas on:

* What are the reasons people migrated to the U.S.
* What encourages/ discourages people who are attempting to migrate to the U.S. now?
* What laws, policies, practices in the government and society encourage/discourage migration & have done over the years?
* What scientific advantages have emerged that has allowed people to be able to leave their homes?
* What environmental factors have caused migration to occur & what is the impact to the environment based off of those migrations?

**Math**: Students (groups) Choice:

Students will create a map (scale/mileage) of Columbus’ journey from Palos, Spain to the San Salvador.

Students will create a map (scale/mileage) of Separatists (Pilgrims) from Southampton England to Cape Cod.

***MIGRATION***

**Science: Illness & Diseases of that time.**

Students will discuss medicines and diseased as if they were living in colonial times.

What diseases were spread to the Indians and each other – what was the outcome?

Students draw pictures of what Pneumonia and Scurvy would appear like (or) journal what the symptoms were/are and the preventions. Drawing is fine on both.

Students: Create Origin Stories about their families or people with

whom they live, and meet in

pairs to share drafts.

2. Read a diverse selection of

migration stories in books that I pick out for them.

3. Read Origin Stories in a

classroom storytelling

festival (a festival of reading).

**S.S.** Read articles about immigration issues

relevant to the community or state and generate a working definition of human rights.

Collect a variety of information about

migration and compile it into a Migration Journal.

Compile a class Migration Time line of events.

Teacher/students: Shared **reading** & individual reading from the book *The Witch of Blackbird Pond.* The students will share their feelings about what it must’ve been like to leave your home (in this case Kit) and travel to a far off location (also) what life must’ve been like as a Quaker.

**PE/Movement**: My students will migrate from England to the U.S. One group will represent China, another Africa, another England, Spain, and France. They will take turns and speak out the timeframe they left their home country and travel to America (state the mileage and hardships endured) based off of their research.

**ART**: Study and make predictions on pictures of the separatists (pilgrims) and the journey they made to America. They will journal, reflect and share to the class.

(Pictures provided by me)

**Culminating Activity: (groups)**

Students will present an oral history presentation (of their own family’s ancestral migration to North America) but if not possible, present an oral history presentation of their migration from the U.S. to Okinawa. If they are from Okinawa, they will trace back their family roots.

Select migration issues and form task forces to work to improve human rights based on areas of

Interest – the results will be given to the class as a small presentation.

**Written Language**: Students:

Compile and distribute class newsletter to other

classes and the community at large.

Participate in a closure activity in which they the students will give a presentation on the reasons why people have migrated to America, their struggles and their successes. The presentation will be given to other class/schools by self presentation or blog (and their peers in the classroom).

**Teacher: Timothy Winans**

**Grade Level: 5**

**Topic: Migration**

**Unit Goal(s)**: Students study migration in an

Inter-disciplinary unit. They will identify and take action on issues relating to human migration, immigration, or refugees and present the results in a class newsletter.